DOCUMENT RESUME

ED 260 308 CG 018 400

AUTHOR Hill, Laura
TITLE [Correlational Studies on the Relationship between Those Who Use the Bethany College Counseling Service with Why They Use It, 1983 and 1983-1984.]
PUB DATE 84
NOTE 50p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Client Characteristics (Human Services); *College Students; *Counseling Services; Family Relationship; Higher Education; Individual Needs; Interpersonal Relationship; Majors (Students); Prevention; *Sex Differences; *Student Problems; Use Studies
IDENTIFIERS Bethany College KS; *Help Seeking

ABSTRACT

Research in counseling psychology continues to examine who uses university counseling services and why. Users (N=166) of counseling services at Bethany College, Lindsborg, Kansas during spring, 1983 completed the Bethany College Summary Sheet, an instrument which lists 20 topics of student concern and provides students with a section to check problem areas that explain why they used the counseling service that day. The results indicated that more contacts were made at the personal counseling service for family relationship concerns than for any other reason measured. Significant relationships were found between reasons why individuals used counseling services and sex, year in school, academic major, the month of the year, and the counseling context. A second study of users (N=213) was conducted during the 1983/84 school year. The results from this study indicated that preventative services were being used more in 1983/84 than in 1982/83, and that men tended to use the biofeedback lab while women participated more in life labs. The major concerns responded to through facilitative counseling in 1983/84 were relationships, communication, depression, and personal adjustment. More males than females had emergency concerns in 1983/84. (Reference lists, numerous data tables, and the check lists used to gather data are included for each study.) (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED260308

[CORRELATIONAL STUDIES ON THE RELATIONSHIP BETWEEN THOSE WHO USE THE BETHANY COLLEGE COUNSELING SERVICE WITH WHY THEY USE IT, 1983 and 1983-1984]

Laura Hill
Bethany College

CG 018400

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Laura Hill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A SHORT TERM CORRELATIONAL
STUDY ON THE RELATIONSHIP
BETWEEN THOSE WHO USE THE
BETHANY COLLEGE COUNSELING
SERVICE WITH WHY THEY USE IT

Laura Hill
1983

INTRODUCTION

Who uses a college or university counseling service and why are recurring questions in counseling psychology research (Carney & Savitz, 1980). The relationship of these two recurring questions on a private four year college campus is the focus of this research study for the following three reasons: 1) As student, staff, and faculty values change, their reasons for using the counseling service may also change (King, Newton, Osterlund & Baber, 1973). If college counselors know what these changes are, then the accuracy of therapeutic intervention can increase. 2) The counseling service at Bethany College has as a major goal for 1982/83 the improvement of preventative counseling programming. By clarifying the relationship of the above questions the counseling service could schedule needed program topics for identified audiences. And, 3) The College Counselor and author of this study wanted to improve her research skills. This topic is highly relevant to her work. Formal supervision was sought via an independent course at Wichita State University under the guidance of Dr. D. Meabon and Dr. G. Dye.

Review of Literature

There is a wide range of research that has investigated who uses counseling services and why. Several studies have indicated that career planning is a major reason for students to seek professional assistance (Snyder, Hill & Dirkson, 1972; Carney, Savitz & Weiskott, 1979). Sharp & Kirk (1974) studied a class throughout its four years in college to clarify why and when students are most likely to use the counseling service . They found that freshman use the service , and then 'decline rather steeply over time.' In an earlier study Kirk (1973) found that women use the service more than men and that women initiated contacts earler in the quarter. Sharp and Kirk (1974) also found that the students who were measured by the Omnibus Personality Inventory (Form F) as 'most psychologically vulnerable' initiated counseling around stressful times surrounding midterms and finals.

Little work has been done to study the multidimensional nature of personal complaints which have been 'loosely labeled tendency to seek counseling' (Sharp & Kirk, 1974; Tinsley, de St. Aubin & Brown, 1982); and to identify characteristics of those persons who actually utilize a counseling service. Carney and Savitz (1980) found that students' perceptions of reasons to use counseling services were pragmatically oriented such as managing finances and job exploration. To measure personal concerns they listed 14 different personal problems in their study. It was found that students perceived the counseling service as less likely to meet their needs for personal concerns, whether they

used the service or not. Other studies have found that students primarily turn to informal support networks such as friends and family to solve personal conflicts (Parham & Tinsley, 1980; Tinsley, de St. Aubin, & Brown, 1982). Rust and Davie (1961) clarified specific personal concerns of students on a college campus whether the students utilized the counseling service or not. The measurement of the percentage of students who actually used the counseling service for personal concerns has ranged from 10% to 25.4% of the student body (Kirk, 1973). Bethany College found (a 1980 survey) that 20% of its student body used the personal counseling service in a single academic year. Assuming the Bethany College 1980 survey is reliable, this 1982/83 study will focus on this minority yet significant population.

Statement of the Problem

The purpose of this correlational pilot study is to determine if there is a significant relationship between those who actually utilize the personal counseling service and the reasons they utilize the personal counseling service based on contacts. The specific questions this study addresses are as follows:

1. Is there a significant relationship between individuals who actually utilize the counseling service and the month of spring term?
2. Is there a significant relationship between individuals who actually utilize the counseling service and one's sex?
3. Is there a significant relationship between individuals who actually utilize the counseling service and one's academic major (if a student)?
4. Is there a significant relationship between individuals who actually utilize the counseling service and one's year in school (if a student)?
5. Is there a significant relationship between individuals who actually utilize the counseling service and the counseling setting (ie. individual, group, workshop)?

METHODOLOGY

Institutional Setting

Bethany College is a four year liberal arts college and has 750 full time students. It is located in a small community of approximately 2,500 people in central Kansas. Full time students are required to live on campus. A human relations research committee does not exist on this campus. Dr. R. Palm, Dean of Student Affairs approves the research implemented in the area of Student Affairs. The personal counseling service at Bethany College is under the division of Student Affairs and consists of three professional counselors each of whom works in more than one capacity. Two of the three counselors have masters degrees in counseling or a related area. All three

counselors have a minimum of two years of counseling experience. Individual, couple, and group facilitative counseling contact hours totals 50 hours a week for the three counselors combined. Two of the three counselors and the Dean of Student Affairs are on call rotating every two weeks for crisis counseling. There is also a full-time career counselor at the institution who will not be included in this study because the focus of this study is the personal counseling service. In addition to facilitative and crisis care, preventative workshops are offered for students, staff and faculty.

Subjects

The criteria for the subjects of this study were, if the subject:

1. utilized the personal counseling service from February 1 through May 15, 1983 (spring term).
2. participated in a group counseling series offered by the personal counseling service.
3. was involved in a personal crisis, ie. attempted suicide or dealing with a death in the family, which required the counseling staff to offer crisis care.
4. attended programs or workshops offered by the personal counseling service.
5. sought fifteen minutes or more of a counselor's time for reasons of personal concern (this did not include scheduled advising, or athletic consultation).
6. received facilitative individual, or couple counseling offered by one of the three counselors in the personal counseling service.

The counseling service extends beyond the counselors' offices due to emergencies, consultation with staff or students in residence halls, or group sessions and workshops. Participants in the workshops were included in this study only if the workshop was sponsored by the personal counseling service . The workshops did not have to be led by the counseling staff. Thus, in order to measure the reasons subjects utilized the counseling service all contacts were attempted to have been recorded if they met the above criteria. It was as important to clarify the reasons why the same individuals came repeatedly to the counseling service as the reasons separate individuals utilized the service. As a result, every contact was recorded each time the subject met any one of the above criteria. All contacts were recorded in the same manner, whether it was the first, second or fifth contact.

A total of 166 subjects were recorded. This was 1/5 the full/part time student population at Bethany College. A total of 310 contacts were recorded showing that some of the subjects used the service repeatedly. Table I provides summary information on the frequency characteristics of the subjects based upon contacts made.

TABLE I

Frequency Characteristics of Subjects Based on Contacts

Characteristic	Number of Contacts	Adjusted % (Rounded to nearest whole %)
Sex		
Females	178	65
Males	95	35
No answer	37	
Year in School		
Fr.	56	19
So.	85	30
Jr.	62	22
Sr.	82	29
No answer	25	
Month		
Feb.	70	27
Mar.	71	27
Apr.	95	37
May	23	9
No answer	51	
Counseling Context		
Individual	191	63
Couple	33	11
Group	23	8
Workshop	48	18
No answer	15	
Academic Major		
Psychology	43	14
Education	39	13
Music	33	11
Soc. Work & Sociology	20	7
Business/Econ.	19	6
Undeclared	18	6
Chemistry/Biol.	18	6
Hist./Pol. Sci.	15	5
P.E. & Rec.	14	5
Art	11	4
English	10	3
Religion	7	2
Math	4	1
Comp. Sci.	2	1
No answer	54	
Amount of Use		
One time use	88	36
2-4 time use	80	33
5 or more time use	76	31
No answer	66	

As seen in TABLE I there were almost twice as many contacts made by females (N=178) as by males (N=95). According to informal data collection this male/female ration is comparable to previous years at Bethany College counseling service. Second year students utilized the service most followed by seniors. Freshmen used the service least in the second semester of the school year. Individual counseling was the major type of session utilized. The individual counseling context was used 4 times more than the workshop format which was the second most commonly used session type. Subjects from every major (not including contract majors at Bethany College utilized the counseling service. Psychology majors utilized the personal counseling service the most (N=46) followed by education majors (N=34 contacts). The academic major that used the service the least was the computer science major (a new major as of 1982/83). In considering the amount of usage of the counseling service Table I shows more individuals used the service one time (N=88) than those who used the service multiple times. Approximately 15 subjects used the service 5 or more times (N=76 contacts).

Because this study strictly measured contacts at the counseling service, the researcher could not compare the frequency characteristics of contacts to demographic information at Bethany College. For example, there were 43 contacts made by subjects majoring in psychology. The actual number of subjects making these 43 contacts is unknown due to the form of data collection.

Instrument

The form entitled 'Summary Sheet' (Appendix I) was the instrument used to gather the data for the research study on the Bethany College campus. It was a locally developed form. In a study by the counseling service at Ohio State University an instrument was developed locally that had nineteen problem areas listed as possible reasons to use their counseling service (Carney & Savitz, 1980). The problem areas on the OSU instrument were obtained from an item pool from a survey of students and faculty at OSU. In conjunction with the OSU format, the Bethany College Summary Sheet has a section for subjects to check problem areas that explained in general why they utilized the counseling service that day. The twenty topics on the summary sheet were taken from an item pool of concerns that students had shared with the College Counselor over the previous three years in the counselor's office or workshop setting. One or more of the topics could have been checked depending on the subject's perception of his or her problem(s) that day. The topics on the Summary Sheet were presented in one or two words to increase brevity. Topic definitions were assumed to have been self-explanatory. If none of the topics were relevant to the reason(s) the

subject came to counseling then an open ended question was offered. It states, "What is (are) all your reasons for using the personal counseling service TODAY only?" This question was on the Summary Sheet in conjunction with a study by Rust and Davie (1961) who asked students in their research to 'simply specify the nature of their problem'. At the end of this study's data collection period, eight additional topic headings were developed from the open ended question on the Summary Sheet by a committee of two persons who had no vested interest in this research study. The assigned topic headings from the open ended questions for the Bethany College research were: spiritual, consultation, anxiety/stress, follow-up, academic, marriage/premarriage, time management, and feedback for self-knowledge. These topic headings were added to the computer program as additional reasons why individuals utilized the personal counseling service, at Bethany College. These topics were not added to the Summary Sheet during the spring term of 1983 in order to keep the instrument consistent from the beginning to the end of the data collecting period. In addition to identifying their reason(s) for using the counseling service, the subjects were asked to specify their sex, year in school (if a student), major (if a student), religious preference and ethnic background. The social security number and date was included to identify the frequency of contacts of each subject. There is a paragraph at the top of the research instrument which explains the purpose of the study to the subject. It took the subjects approximately five minutes to fill out the instrument. If the counselor forgot to implement the instrument at the end of the session (this occurred in approximately 12% of the sessions) the counselor did one of the following: a) phoned the subject and asked if s/he would respond to the questions via phone; b) filled out the instrument him/her self by marking only the primary reason the subject had verbally stated during the interaction; c) mailed the instrument to the subject with directions on how to return the form to the counselor; or d) did not record the data.

Because this was a pilot study; criterion-referenced validity and reliability was not established for the instrument. The instrument appeared to have content validity. Content validity was affirmed when the instrument items were compared to the research objectives by Dr. V. Streufert, professor of research methodology and statistical consultant for this study; Dr. D. Meabon, Dean of Student Life at Wichita State who is supervising this research study; and by Dr. R. Palm, Dean of Student Affairs at Bethany College.

Time Frame of Research Development

This pilot research study began in September 1982. At that time, the research

proposal and review of past literature began. The research proposal continued to be refined with the assistance of feedback from Dr. D. Meabon from Wichita State and Dr. R. Palm from Bethany College. In December 1982 through January 1983 the instrument was developed and refined by Laura Hill, College Counselor. On January 24, one week prior to data collection, the researcher met with the counselors of the personal counseling service in order to discuss data collection procedures. Clarification was made of whom was to fill out the Summary Sheet; when and where it was to be implemented; and how it was to be administered. The instrument was implemented from February 1 through May 15 (spring term). During that period of time the SPSS Computer program was taught to the researcher by Dr. V. Streufert, professor of social research methods. After the researcher learned the SPSS program language, a work up of control cards was developed as a trial run of the research data with the computer program. At the end of the spring term of 1983 and prior to data processing, a committee of two persons, with no vested interest in the research was established to assess and categorize the answers from the open ended question on the instrument. On May 15, 1983 key punching began. All data was in the computer by June 5. From June 20 through 29 data was interpreted, an outline was established (with the assistance of the Institutional Researcher at Bethany College), and a rough draft was written. From July 1 through July 20 the rough draft was refined from the feedback of Dr. D. Meabon. The final research paper is to be complete by July 31, 1983.

Statistical Analysis

Cross tabulations were developed to determine the frequency distributions in the form of bivariate analyses. Chi-square was the test of statistical significance chosen for this study. Chi-square determines whether a systematic relationship exists between two variables. This statistical test met the requirements of this research study which asked if there were significant relationships between the independent variables (month of year, sex, academic major, year in school, and counseling context) and the dependent variables (reasons for using the counseling service). In addition, chi-square was chosen because the research data is in nominal units of measurement and the frequency counts of the variables could not have been assumed to be evenly distributed around a mean score. Also, the variance of the distribution of this sample could not have been assumed to be equal to that of other samples within the population. The confidence level was established at .05 level of significance because sample size and table size have an influence on the results of Chi-square. Chi-square alone helped the researcher to decide if the variables compared were related or

independent of one another. A measure of association for nominal data, contingency coefficient, was calculated to assess the strength of each relationship measured. Statistical corrections were made with chi-square and the contingency coefficient when the cross tabulation cells had expected frequencies of less than five by combining categories (ie.- academic majors). This was done so that the level of significance was accurate inspite of contact size in order to make correct inferences. However, all the tables that showed statistical significance were not of substantial importance to the researcher; thus only the results that answered the problem statements and null hypotheses were included.

The sample of all persons who utilized the personal counseling service at Bethany College was from the population of all persons who utilized counseling services at all small, four year liberal arts colleges in the midwest. A bivariate grid (Appendix II) was developed for the use of the researcher only to help clarify which dependent variables to correlate with the independent variables in this study.

Null Hypotheses

There are five null hypotheses in this study:

1. There is no significant relationship between the reasons individuals utilize the personal counseling service and the month of the year.
2. There is no significant relationship between the reasons individuals utilize the personal counseling service and one's sex.
3. There is no significant relationship between the reasons individuals utilize the personal counseling service and one's academic major (if a student).
4. There is no significant relationship between the reasons individuals utilize the personal counseling service and one's year in school (if a student).
5. There is no significant relationship between the reasons individuals utilize the personal counseling service and the counseling context.

Results

Table II summarizes the significant relationships of the amount of usage and subject characteristics.

Seniors had a significant tendency to use the counseling service 5 times or more while juniors tended to use the service one time only (α =.01). In comparing month of year to the amount of use, there was a significant tendency for subjects seen 5 times or more to use the service at the end of the term (May) while February had more one time users. It was also discovered that there was a significant relationship (α =.05) between counseling context and amount

TABLE II

SIGNIFICANT RELATIONSHIP BETWEEN AMOUNT OF USE (based on contacts) AND SUBJECT CHARACTERISTIC

Characteristic	Number	One time use %	2-4 time use %	5 or more time use %	chi sq.
Year in School					25.40**
Fr.	51	41.2	45.1	13.7	
So.	76	36.8	25.0	38.2	
Jr.	55	43.6	38.2	18.2	
Sr.	73	23.3	30.1	46.6	
Month					15.30*
Feb.	67	49.3	28.4	22.4	
Mar.	67	38.8	31.3	29.9	
Apr.	90	24.4	41.1	34.4	
May	20	35.0	15.0	50.0	
Counseling Context					13.48*
Indiv.	163	33.1	33.1	33.7	
Couple	29	27.6	27.6	44.8	
Group	21	42.9	47.6	9.5	
Workshop	46	50.0	32.6	17.4	
Academic Major					74.01*
Psych	41	26.8	26.8	46.3	
Math	4	50.0	50.0	0	
PE & Rec.	12	25.0	0	75.0	
Hist. & Pol Sci	15	10.0	26.7	33.3	
English	9	100.0	0	0	
Rel./Philos.	7	14.3	85.7	0	
Bus. & Econ.	12	58.3	41.7	0	
Chem. & Bio.	16	31.3	25.0	43.8	
Undeclared	17	35.3	47.1	17.6	
Education	34	26.5	50.0	23.5	
Art	11	54.5	45.5	0	
Music	31	16.1	48.4	35.5	
Soc. & Soc. Work	17	29.4	11.8	58.8	
Comp. Sci.	2	50.0	50.0	0	
Race					14.47*
US Black	12	50.0	33.3	16.7	
US Cauca	244	34.0	34.4	31.6	
International	9	88.9	11.1	0	
Other	1	100.0	0	0	

* Significant at .05 level
** Significant at .01 level

of use. Couples tended to use the service 5 times or more, groups tended to meet 2-4 times, and workshops tended to have one time use. Individual counseling sessions were equally distributed.

In continuing with Table II, there was a significant relationship between academic majors and the amount of use of the counseling service (α =.01). Contacts made by psychology, education, and music majors were 4-5 times greater than english and religion/philosophy majors. Of the English majors who used the service (N=9), all used the service one time only while 75% of the contacts made by physical education and recreation majors used the service 5 times or more.

It was also discovered that there was a significant relationship between race and the amount of use at the counseling service (α =.05). Blacks and foreign students had a significant tendency to use the service one time while caucasian individuals were equally distributed in their amount of use at the counseling service.

Correlations of sex with the amount of use was unable to be obtained due to continued computer breakdown.

Table III provides summary information on the relationship of the amount of use and reasons for using the Bethany College counseling service. Of the 27 possible reasons* five had significant relationships. There was a significant tendency for subjects who had concerns in the areas of personal adjustment (α =.01), dealing with death (α =.05), and marriage/premarriage (α =.05) to use the service 5 times or more. Subjects who had motivation problems had a significant tendency (α =.05) to seek counseling 2-4 times while subjects with communication problems tended to use the service once.

In a three-way cross tabulation it was found that there was a significant relationship between academic major, month and amount of use. Music majors used the counseling service significantly more (α =.05) in the month of May, while physical education majors had a significant tendency to use the service two to four times in February and April (α =.01).

Comparisons of Month with Reasons for Use

It was found that heterosexual/sexuality, family, marriage/premarriage, and personal adjustment concerns were significantly related to the month of spring term. All other dependent variables proved to have no relationship with month of spring term. Table IV shows that in February there were significantly more problems in heterosexual/sexuality concerns; and there were significantly more family concerns in March. Marriage/premarriage concerns held significant

(*family/relationship and family/other were combined to make one topic)

TABLE III

RELATIONSHIP BETWEEN AMOUNT OF USE (based on contacts)
AND REASONS FOR USING THE COUNSELING SERVICE

Reason for Use	Number	One time use %	2-4 time use %	5 or more time use%	chi square (to nearest 100th)
Sexuality	38	39.5	28.9	31.6	.47
Homosexuality	6	33.3	33.3	33.3	.04
Incest	2	50.0	0	50.0	1.06
Heterosexuality	25	36.0	20.0	44.0	3.43
Relationship	94	37.2	36.2	26.6	.75
Roommate	7	28.6	42.9	28.6	.30
Family	28	35.7	28.6	35.7	.63
Girl/Boyfriend	77	39.0	31.2	29.9	.36
Depression	52	38.5	32.7	28.8	.12
Personal Adjustment	122	30.3	29.5	40.2	11.46**
Communication Problems	71	45.1	36.6	18.3	6.45*
Alcohol	14	35.7	35.7	28.6	.02
Drugs	3	0	100.	0	5.94
Test Anxiety	5	20.	40.	40.	.61
Psychological Testing	1	0	0	100.	2.37
Motivation	26	38.5	53.8	7.7	8.15*
Burnout	13	30.8	30.8	38.5	.50
Phobia	0				
Dealing w/Death	9	33.3	0	66.7	7.43*
Marriage/Premarriage	30	13.3	40.	46.7	8.54*
Spiritual	6	33.3	16.7	50.0	1.39
Consultation	21	42.9	47.6	9.5	4.68
Stress/Anxiety	5	20.0	40.0	40.0	.61
Followup	5	20.0	40.0	40.0	.61
Academic	5	40.	20.	40.	.48
Time Management	2	50.	0	50.	1.06
Information/Feedback	21	14.3	38.1	47.6	5.61

*Significant at .05 level
**Significant at .01 level

importance in April while there were significantly more contacts for personal adjustment concerns in May.

TABLE IV

SIGNIFICANT RELATIONSHIP BETWEEN REASON FOR USE AND MONTH OF SPRING TERM

Reason for use	Number	Feb. %	March %	April %	May %	chi sq.
Personal Adjustment	114	31.6	35.1	21.1	12.3	22.14*
Sexuality/ Heterosexuality	26	61.5	26.9	11.5	0	20.29**
Relationship/family	24	20.8	54.2	16.7	8.3	10.18*
Marriage/Premarriage	28	3.6	14.3	82.1	0	28.84**

*Significant at .05 level
**Significant at .01 level

Because of these results, hypothesis one was rejected which states: There is no significant relationship between the reasons individuals utilize the personal counseling service and the month of the year.

Comparisons of Sex with Reasons for Use

There was a significant relationship between sex and reasons for using the counseling service. It was found that females had significantly more family concerns than males (α =.01). All other reasons for use proved to be independent of sex. Because of this finding the researcher cautiously rejects the second null hypothesis: There is no significant relationship between the reasons individuals utilize the personal counseling service and one's sex.

Comparisons of Academic Major and Reasons for Use

It was found that one's academic major had a significant relationship at α =.05 with personal adjustment, relationship concerns, family, and burnout concerns; and significant at α =.01 with marriage/premarriage and motivation concerns. Table V shows that music majors tended to use the counseling service for two reasons: marriage/premarriage; and personal adjustment concerns. Education majors had a significant tendency to have relationship problems that were brought to the counseling service while social work/sociology majors had significantly more family problems than other academic majors. The subjects who were undeclared in an academic major had significantly more problems in two areas: burnout, and motivation. Thus the third hypothesis was rejected which states: There is no significant relationship between the reasons individuals utilize the personal counseling service and one's academic major.

TABLE V

SIGNIFICANT RELATIONSHIP OF REASON FOR USE AND ACADEMIC MAJOR (if a student)

Reason for Use	Number	Psych. %	math %	PE.+ Rec. %	Hist./ Pol.Sc. %	Engl. %	Relig. %	Art %	music %	Soc./ Soc.wk %	Comp. Sc. %	Bus./ Econ. %	Chem./ Biol. %	Undecl. %	Educ. %	chi sq.
Burnout	13	15.4	0	7.7	0	0	7.7	7.7	0	23.1	0	7.7	0	30.8	0	23.43*
Personal Adj.	118	12.7	1.7	2.5	5.1	6.8	2.8	5.1	18.6	7.6	0	7.6	8.5	11.0	10.2	24.07*
Relationship	84	6.0	1.2	4.8	10.7	3.6	2.4	3.6	11.9	10.7	1.2	7.1	9.5	13.1	14.3	24.21*
Family	25	0	0	8.0	0	12.0	0	4.0	12.0	24.0	0	12.0	12.0	4.0	12.0	22.25*
Motivation	24	4.2	4.2	0	12.5	0	12.5	4.2	16.7	0	0	0	12.5	25.0	8.3	36.34**
Marriage/ Premarriage	26	3.8	0	19.2	7.7	0	0	0	30.8	19.2	0	7.7	0	0	11.5	33.60**

*Significant at .05 level
**Significant at .01 level

Comparisons of Year in School with Reasons for Use

There were five significant relationships between year in school and reasons for using the counseling service. Table VI shows the relationships and the level of significance. Seniors had significantly more contacts in the areas of sexuality, relationship and its subcomponent girlfriend/boyfriend, and marriage/ premarriage while sophomores had significantly more family concerns. Due to these findings, the researcher rejects the fourth null hypothesis: There is no significant relationship between the reasons individuals utilize the personal counseling service and one's year in school (if a student).

TABLE VI

SIGNIFICANT RELATIONSHIP BETWEEN REASON FOR USE AND YEAR IN SCHOOL (if a student)

Reason for use	Number	Fr. %	So. %	Jr. %	Sr. %	chi sq.
Relationship	96	22.9	21.9	17.7	37.5	9.30*
Marriage/Premarriage	31	19.4	12.9	6.5	61.3	20.05**
Girl/Boyfriend	78	23.1	16.7	17.9	42.3	14.96**
Family	31	12.9	54.8	6.5	22.6	20.57** (3.2 other)
Sexuality	36	5.6	30.6	19.4	41.7	13.61**

*Significant at .05 level
**Significant at .01 level

Comparisons of Context of Session with Reasons for Use

As is summarized in Table VII, of the twenty eight reasons for using the personal counseling service, personal adjustment, sexuality and its subcomponent heterosexual concerns, family relationship and other family concerns, depression, communication, burnout, marriage/premarriage contacts were significantly related with the counseling context (session type). Personal adjustment, family relations and other family concerns, depression, burnout, communication, and heterosexual concerns were significantly related with the individual counseling context (session type). The couples context was used significantly more (α=.01) for marriage/premarriage reasons while sexuality concerns were seen significantly more in the workshop setting.

TABLE VII

SIGNIFICANT RELATIONSHIP BETWEEN EIGHT REASONS FOR USE AND COUNSELING CONTEXT

Reason for Use	Number	Indiv.%	Couple%	Group%	Workshop%	chi square
Personal Adjustment	130	83.1	3.8	5.4	7.7	35.50**
Sexuality	39	38.5	2.6	10.3	48.7	37.21**
Heterosexuality	27	51.9	3.7	7.4	37.0	10.13*
Family	18	100	0	0	0	10.43*
Depression	57	93.0	7	0	0	26.80**
Communication	75	57.3	5.3	9.3	28.0	12.74**
Burnout	14	100	0	0	0	8.0*
Marriage/ Premarriage	35	14.3	65.7	20.0	0	135.21**

*Significant at .05 level
**Significant at .01 level

Because of these findings the researcher rejects the fifth null hypothesis: There is no significant relationship between the reasons individuals utilize the personal counseling service and one's counseling context.

Table VIII summarizes the significant relationships among all five independent and eleven dependent variables of this study based on contacts made with the counseling service. The remaining sixteen dependent variables (why the service was used) proved to have no significant relationship with whom used the service. Each "X" marks the significant relationship between the dependent variable and the factor with the highest percentage within each independent variable. An example is, there was a significant relationship between academic major and

relationship concerns. The education major had the greatest percent of contacts for relationship concerns at the counseling service than any other major.

TABLE VIII

SIGNIFICANT RELATIONSHIPS AMONG ELEVEN REASONS FOR USING THE COUNSELING SERVICE AND FIVE INDEPENDENT VARIABLES

	REASONS FOR USE												
	Depression	Relationship	Boy/Girlfriend	Heterosexual	Motivation	Communication	Burnout	Sexuality	Personal Adjustment	Marriage/ Premarriage	Family Relationship	Consultation	
Month													
February								X					
March									X		X		
April										X			
May													
Sex													
Female											X		
Academic Major													
Education		X											
Undeclared					X		X						
Music									X	X			
Soc./Soc. Work											X		
Year in School													
Sophomore											X		
Senior			X					X	X	X			
Counseling Context													
Individual	X			X		X	X		X		X		
Couple										X			
Group													
Workshop								X					

DISCUSSION

After analyzing 205 cross tabulations a major finding was that more contacts were made at the personal counseling service for family relationship concerns than any other reason measured. This finding seems to echo the national surveys that reveal increases in divorce and single parent families in the United States over the past ten years (AAMFT, 1981). As family networks are breaking down it is becoming apparent that comfort is being sought outside the home. The strong use of the counseling service for family relationship concerns in the month of March may have been influenced by the fact that spring break occurs in March on Bethany's campus and many other college campuses. A possible reason for the increase in March may be the awareness of facing family value and life style changes,

causing an increase in stress in this area. Pain accompanies the individuation process as students separate from their parents while clarifying their own values and life styles (Paolino, McCrady, 1978). Individuation may be an influence on the increase in sophomore year use of the service for family concerns.

A second major finding was that seniors utilized the counseling service more than any other class level; and three of the four significant reasons were in the area of interpersonal related concerns (marriage/premarriage, g/boyfriend and sexuality). It appears seniors are seeking more counsel in normal intimacy issues such as how one can be sensitive to another individual of the opposite sex from a friendship level to marital status. It also appears that workshops targeted for upper class persons on topics that will help couples prepare for in-depth, long lasting relationships in April might be successful.

Other research studies did not find relationship concerns such as marriage/premarriage and g/boyfriend to be a reason significant enough to use the counseling servie (Parham & Tinsley, 1980; Rust & Davie, 1961). These studies reveal that most students prefer taking their concerns to close friends instead of a professional service. Because this study did not assess all students on the Bethany College campus, it is unknown if more senior students who had interpersonal relationship concerns sought counsel from friends as opposed to the counseling service. What is known is that of those seniors who actually sought out the service, there was a tendency to come for relationship reasons. Persons who used the counseling service for relationship and interpersonal concerns like marriage/premarriage used the counseling context that was congruent with their reason; a couple counseling context. This significant tendency can be developed more so that individuals can face interpersonal concerns with their partners and friends under the facilitation of a counselor.

A third important finding was the two reasons students used the counseling service who had not declared a major. More contacts were made by students who had not declared a major for reasons of motivation and burnout. This is congruent to Selye's writings (Napoli, Kilbride & Tebbs, 1982) which explains that persons under a stress that is difficult fight (ie. an uncertainty of what major in which to focus) results in expenditures of large amounts of energy. Since the individual has not focused his/her priorities, all issues may seem equally important, thus energy is expended for all concerns (ie. subjects in classwork) equally. The result is what is commonly called burnout. Motivation would decrease as one's energy resources are getting usurped which could be a possible cause of the motivation and burnout concerns being significantly high both in relation to each

BEST COPY

other and in relation to the undeclared student. It may be productive for the counseling service to provide "life labs" to students who have not declared a major. Life Labs are four part structured sessions led by peer counselors to help student understand and work through life transitions.

It was found that personal adjustment was significantly related to four independent variables (academic major, month of spring term, counseling context and class level). These findings are congruent with Waman's study (1961) which found that small colleges seem to have more expressed concerns in personal adjustment.

In agreement with most mental health statistics twice as many female contacts were made at the Bethany College counseling service as male contacts. In addition, the counseling context had four to eight times more individual counseling sessions than any other type of session. This personalized type of counseling is congruent with the Bethany College image. Its promotional theme states that students get individualized care at a small private school as opposed to responding to the needs of the masses at a large university setting. The cost effectiveness of this approach is a matter for the Student Affairs division to decide.

This study did not find, as did B. Kirk's four year study found (1973) that more art majors used the counseling service than other majors. This study found a relatively low number of contacts with art majors. However, one semester of measurement limits the reliability of these results compared to a four year study. In the same four year research study, but a different article by Sharp & Kirk (1974), another discrepancy was found with this research study in the amount of use and year in school. It was found in the four year study that freshman used the service most and the older student used the service less. It was found in this study that seniors used the service significantly more than other class levels and that this increased usage was by the end of the semester not the beginning as in Kirk's four year study.

The researcher intends to use the results of this study as a foundation for further research. Because counseling programs for 1983/84 are being planned at the time this research is being written, the results of this study can help the College Counselor to know what subject matter is most important to develop and the specific audience for whom to target the data. For example, the probability of offering a workshop on personal adjustment concerns in March targeted toward seniors could prove to be successful based upon student perceived need. The College Counselor also intends to meet with the faculty in departments where there was a significant relationship with majors and reasons for use. An example is to have a discussion with the social work/sociology department to raise

awareness of the relationship of their major to family relationship concerns. Hopefully, faculty sensitivity, adjustments in lectures and advising, may improve. Also, the counseling service can now more strategically target the subject matter of counseling signs.

There are shortcomings in this study that cause limitations to be placed on the interpretations. One is that contacts were the major measurement and not separate individual use. Even though this study has clarified contacts to be the major criteria to measure reasons for using the counseling service, the measurement of separate individuals' concerns would have helped for purposes of comparisons. Based upon the manner of data collection, separate individual demographic information was next to impossible to glean from all contacts made. Measuring separate individuals and contacts is the major change in the 1983/84 research. Also, topics on the instrument may not have been interpreted equally by the subjects since definitions were not provided consistently. Brevity of the instrument had been chosen as the more important factor in this case. As a result, error in interpreting the topics checked for using the counseling service may have increased.

The pilot study has been a foundation upon which improvements can be made. The additional topics that were clarified by the committee will be included on the refined instrument. Instead of having the subjects check all their reasons for using the service that day, it will be more helpful to the researcher to have only the primary and secondary reasons checked in the future. Also, it was not as important as was thought earlier in the study to have the subject fill out the instrument him/herself. The subjects's perception is still most important to the researcher, however, if the primary and secondary reasons for using the counseling service are verbalized by the subject, the recording of the reasons for use could still be accurate and be done by the counselors.

Time was another shortcoming in this study. Inferences cannot be made accurately, based on four months of data collection.

SUMMARY

This correlational pilot study attempted to clarify if there are significant relationships between why individuals use a personal counseling service and one's sex, month of year, counseling context, year in school (if a student), and academic major (if a student). After analyzing 205 cross tabulations if was found there were significant relationships with all five variables. Brevity of the study and contacts measured without separate subjects limited the interpretations, yet within limits, opportunities for utilization of the study's results have been given.

Selected Bibliography

1. Carney, C.G. & Savitz, C.J. Student and faculty perceptions of students needs and the services of a university counceling center: Differences that make a difference. Journal of Counseling Psychology 1980, 27, 597-604.

2. Carney, C.G., Savitz, C.J. & Weiskott, G.H. Student Evaluations of a university counseling center and their intentions to use its programs. Journal of Counseling Psychology, 1979, 26, 242-249.

3. King, P.T., Newton, F., Osterlund, B., & Baber, B. A counseling center studies itself. Journal of College Student Personnel, 1973, 14, 338-344.

4. Kirk, B.A. Characteristics of users of counseling centers and psychiatric services on a college campus. Journal of Counseling Psychology, 1973, 20, 463-470.

5. Kotulak, R., Family Therapy News, 1981, 12, No. 6, 1, 16.

6. Kramer, H.C., Berger, F., & Miller, G. Student concerns and sources of assistance. Journal of College Student Personnel, 1974, 15, 389-393.

7. Miller, T., & Prince, J., The Future of Student Affairs. San Francisco; Jossey-Bass, 1977.

8. Napoli, V., Kilbride, J., & Tebbs, D., Adjustment and growth in a changing world. Minnesota: West Publishing Co., 1982.

9. Nie, N., Hull, C.H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H., SPSS New York, McGraw-Hill, 1970

10. Paolino, T., & McCrady, B., Marriage and Marital therapy. New York: Brunna/ Mazel, 1978.

11. Parham, W.P. & Tinsley, E.A. What are friends for? Students' expectations of the friendship encounter. Journal of Counseling Psychology, 1980. 27, 524-527.

12. Rust, R.M. & Davie, J.S. The personal problems of students. Mental Hygine, 1961, 45, 247-257.

13. Sharp, W.H. & Kirk, B.A., A longitudinal study of who seeks counseling when. Journal of Counseling Psychology, 1974, 21, 43-50.

14. Snyder, J.F. Hill, D.E., & Dirksen, T.P. Why some students do not use University counseling facilities. Journal of Counseling Psychology, 1972, 19, 263-268.

15. Tinsley, H.E.A., de St. Aubin, T., & Brown, M. College Students' help-seeking preferences. Journal of Counseling Psychology, 1982, 29, 523-533.

16. Warman, R.E. The counseling roles of College and university counseling centers. Journal of Counseling Psychology,1961, 8, 231-239.

17. Weissberg, M., Berentsen, M., Cote, S., Cravey, B., & Heath, K., An assessment of the personal, career, and academic need of undergraduate students. Journal of College Student Personnel, Vol. 23, No. 2, 1982, 115-122.

18. Westbrook, F.D. Miyares, J., & Roberts, J. Perceived problems areas by black and white students and hints about comparative counseling needs. Journal of Counseling Psychology, 1978, 25, 119-123.

BEST COPY AVAILABLE

APPENDIX I

BY FILLING OUT THIS FORM I HEREBY GIVE MY PERMISSION TO USE THE DATA FOR THE RESEARCH STUDY CONDUCTED BY THE PERSONAL COUNSELING SERVICES IN THE SPRING SEMESTER OF 1983. I UNDERSTAND THIS RESEARCH STUDY IS MEASURING THE SPECIFIC REASONS STUDENTS, STAFF OR FACULTY USE THE PERSONAL COUNSELING SERVICES. I ALSO UNDERSTAND THAT ALL DATA IS CONFIDENTIAL; AND ONCE THIS STUDY IS COMPLETED THIS FORM WILL BE DESTROYED.

___ (1) L. Hill	___ (1) Individual	___ (1) Student
___ (2) D. Latimore	___ (2) Couple	___ (2) Staff
___ (3) T. Morehouse	___ (3) Group	___ (3) Faculty
___ (4) Other	___ (4) Workshop	___ (4) Other

YEAR IN SCHOOL (if a student):

___ (1) Fr.
___ (2) So.
___ (3) Jr.
___ (4) Sr.

RELIGION:

___ (1) Catholic
___ (2) Jewish
___ (3) No Religious Pref.
___ (4) Protestant:Please Specify_____
___ (5) Other: Please Specify_____

RACE:

___ (1) U.S. Black
___ (2) U.S. Caucasian
___ (3) Foreign Student
___ (4) Other

ACADEMIC MAJOR (if a student): _____

Reason (s) for using the Counseling Service

(Put a check (✓) by the item(s) that describe all your reason(s) for using the counseling service TODAY only).

___ Personal Adjustment

___ Sexuality
- ___ Homosexuality
- ___ Incest
- ___ Heterosexual

___ Relationship Problems
- ___ Roommate
- ___ Family
- ___ Girlfriend/Boyfriend

___ Depression

___ Communication Problems

___ Psychological Testing

___ Motivation

___ Burnout

___ Phobia

___ Family (other than relationship

___ Dealing with death

___ Test Anxiety

___ Drugs

___ Alcohol

IF the above items are not relevant please answer the following question: What is (are) your reason(s) for using the Counseling Service today?

_____

_____

_____

APPENDIX II
Bivariate analyses of variable to be correlated

Dependent variables	Independent Variables				
	Month	Yr in School	Sex	Context	Major
Personal adjustment	X	X	X	X	X
Sexuality					
Heterosexuality	X	X	X	X	X
Homosexualtiy	X	X	X	X	X
Incest	X	X	X	X	X
Relationships					
Roommate	X	X	X	X	X
Family	X	X	X	X	X
G/Bfriend	X	X	X	X	X
Depression	X	X	X	X	X
Communication	X	X	X	X	X
Alcohol	X	X	X	X	X
Drugs	X	X	X	X	X
Test Anxiety	X	X	X	X	X
Psychological Testing	X	X	X	X	X
Motivation	X	X	X	X	X
Burnout	X	X	X	X	X
Phobia	X	X	X	X	X
Family, Other	X	X	X	X	X
Death	X	X	X	X	X
Spiritual	X	X	X	X	X
Consultation	X	X	X	X	X
Anxiety/Stress	X	X	X	X	X
Followup	X	X	X	X	X
Academic	X	X	X	X	X
Marriage/Premarriage	X	X	X	X	X
Time Management	X	X	X	X	X
Feedback	X	X	X	X	X

A 1983/84 CORRELATIONAL STUDY ON THE RELATIONSHIP
BETWEEN THOSE WHO USE THE BETHANY COLLEGE
COUNSELING SERVICE WITH WHY THEY USE IT

Written and conducted by
Laura Hill
June, 1984

INTRODUCTION

Who uses the Bethany College Personal Counseling Services and why are the central questions of this study. These questions continue to recur in counseling psychology research at other colleges and universities (Carney & Savitz, 1980). With these central questions in mind this study was implemented by the College Counselor for the following reasons (not prioritized): 1. It is a continuation of a pilot study conducted by the College Counselor in the spring of 1983. 2. Greater accuracy can be reported on the usage of the Personal Counseling Services because of the revisions made from the pilot study. 3. It is important to the College Counselor that research methodology is modeled in the division of Student Affairs. 4. The College Counselor needs to know if statistically significant relationships exist in order to provide improved facilitative and preventative counseling. 5. The major problems brought to the Personal Counseling Services can be clarified, and the College Counselor can identify when and to whom specific preventative seminars, workshops, and group sessions could be offered.

Review of Literature

There is a wide range of research that has investigated who uses counseling services and why. Several studies have indicated that career planning is a major reason for students to seek professional assistance (Snyder, Hill & Dirkson, 1972; Carney, Savitz & Weiskott, 1979). Sharp & Kirk (1974) studied a class throughout its four years in college to clarify why and when students are most likely to use the counseling service. They found that freshmen use the service, and then 'decline rather steeply over time.' In an earlier study Kirk (1973) found that women used the service more than men and that women initiated contacts earlier in the quarter. Sharp and Kirk (1974) also found that the students who were measured by the Omnibus Personality Inventory (Form F) as 'most psychologically vulnerable' initiated counseling around stressful times surrounding midterms and finals.

Little work has been done to study the multidimensional nature of personal complaints which have been 'loosely labeled tendency to seek counseling' (Sharp & Kirk, 1974; Tinsley, de St. Aubin & Brown, 1982); and to identify characteristics of those persons who actually utilize a counseling service. Carney and Savitz (1980) found that students' perceptions of reasons to use counseling services were pragmatically oriented such as managing finances and job exploration. To measure personal concerns they listed 14 different personal problems in their study. It was found that students perceived the

counseling service as less likely to meet their needs for personal concerns, whether they used the service or not. Other studies have found that students primarily turn to informal support networks such as friends and family to solve personal conflicts (Parham & Tinsley, 1980; Tinsley, de St. Aubin, & Brown, 1982). Rust and Davie (1961) clarified specific personal concerns of students on a college campus whether the students utilized the counseling service or not. The measurement of the percentage of students who actually used the counseling service for personal concerns has ranged from 10% to 25.4% of the student body (Kirk, 1973).

Bethany College found, in a 1980 survey, that 20% of its student body used the Personal Counseling Services in a single year. (This 1983/84 study found that 26% of the student body utilized the counseling services.) Because these percentages are seen as significant, this study will focus on the population of all those who use the Personal Counseling Services.

Statement of the Problem

The purpose of this correlational Study is to determine if there is a significant relationship between those who actually utilize the Personal Counseling Services and the reasons they utilize the Personal Counseling Services. Specific questions this study addresses are as follows:

1. How many subjects actually utilized the Personal Counseling Services?
2. What is the percentage of males vs. females who utilized the services; and how does that compare with the campus population?
3. What is the percentage of students' year in school who utilized the services; and how does that compare with the student population on Bethany's campus?
4. What is the percentage of each major (if a student) who utilized the services; and how does that compare with the student population on Bethany's campus?
5. What is the mode number of subjects who utilized the services?
6. What are the major concerns brought to the Personal Counseling Services?
7. Is there a significant relationship between individuals who actually utilize the counseling services for the first time and the month of the academic year?
8. Is there a significant relationship between individuals who actually utilize the counseling services and one's sex?
9. Is there a significant relationship between individuals who actually utilize the counseling services and one's academic major (if a student)?

10. Is there a significant relationship between individuals who actually utilize the counseling services and one's year in school (if a student)?

METHODOLOGY

Institutional Setting

The Personal Counseling Services at Bethany College are under the division of Student Affairs; and consists of two professional counselors and a special programs advisor each of whom works in more than one capacity. The College Counselor has a masters degree in counseling and the College Pastor has a masters of divinity degree. The College Pastor participated in the research in the fall semester only, due to his resignation as of December 15, 1983. All three counselors have a minimum of two years of counseling experience. Individual, couple, and group facilitative counseling contact hours totals 50 hours a week for the three counselors combined. The two counselors and the Dean of Student Affairs are on call rotating every two weeks for crisis counseling.

In addition to facilitative counseling, prevention is a part of the Personal Counseling Services. Workshops and seminars are provided for students, staff, and faculty. There are also two 'self-improvement' branches of the preventative services which are called life lab and biofeedback lab. Life lab is a four part group series aimed at helping students and staff deal more effectively with life transitions. These series are led by upper class students formally trained in group counseling skills. The biofeedback lab provides students and staff with methods to regulate their bodies naturally in order to deal with stress related concerns. It has been staffed by students trained in biofeedback techniques.

There are also full-time career counselor t Bethany College who are not included in this study because the focus is on the Personal Counseling Services.

Subjects

The criteria for the subjects of this study were, if the subject:

1. utilized the personal counseling services from August 1983 through April 30, 1984.
2. participated in a group counseling series offered by the personal counseling services.
3. was involved in a personal crisis, ie. attempted suicide or dealing with a death in the family, which required the counseling staff to offer crisis care.

4. attended programs or workshops offered by the Personal Counseling Services.
5. sought fifteen minutes or more of a counselor's time for reasons of personal concern (this did not include scheduled advising, or athletic consultation).
6. received facilitative individual, or couple counseling offered by the two counselors or the special programs coordinator in the Personal Counseling Services.
7. participated in a life lab series or the biofeedback service.

The counseling services extends beyond the counselors' offices due to emergencies, consultation with staff or students in residence halls, or group sessions and workshops. Participants in the workshops were included in this study only if the workshop was sponsored by the Personal Counseling services. In order to measure the reasons subjects utilized the counseling services all contacts were attempted to have been recorded if they met the above criteria. It was as important to clarify the reasons why the same individuals came repeatedly to the counseling services as the reasons separate individuals utilized the services. As a result, every contact was recorded each time the subject met any one of the above criteria.

A total of 213 subjects were recorded as having utilized the Personal Counseling Services from August 29, 1983 through April 30, 1984. One hundred and ninety seven of the 213 subjects were students, which is 26.9% of the students (N=731) at Bethany College. Table I provides summary information of frequency characteristics. 50.7% of the subjects used the services one time only. This is a result of the one time workshops and seminars offered by the biofeedback team and the College Counselor. 16.9% of the subjects used the services five times or less. This percentage includes both facilitative counseling and the use of life lab and the biofeedback lab as preventative counseling. Subjects utilized the services a range of one to twenty seven times (once a week for both semesters). 1.9% of the subjects used the services the maximum number of times.

More Methodists used the services than any other religious preference (34.6%). Baptists were the second highest users at 17.1% (N=36). In comparison with the total student body, 69.6% of students who declared their religious preference as protestant, used the counseling services. This was followed closely by those who are of the Congregational denomination at

66.6% (N=4). 54.9% of all Methodist students at Bethany College used the counseling services. At least one person from every denomination or nondenomination recorded at Bethany College used the counseling services.

TABLE I

Characteristic	Number of subjects from first time use	Adjust %	Total student body	User % of total
SEX				
Females	133	64.9	360	36.9
Males	72	35.1	371	19.4
YR. IN SCHOOL				
Fr.	70	32.9	227	30.9
So.	37	17.4	178	20.7
Jr.	38	17.8	146	26.0
Sr.	46	21.6	151	30.4
Non students	22	10.3	Not recorded	
MONTH OF FIRST TIME USE				
August	3	1.5	Not relevant	
September	51	25.8		
October	31	15.7		
November	34	17.2		
December	7	3.5		
January	27	13.6		
February	18	9.1		
March	14	7.1		
April	13	6.6		
ACADEMIC MAJOR				
Art	12	5.6	15	80.0
Art Teaching	0		3	0
Biology	9	4.2	5	180.0
Biology Teaching	5	2.3	20	25.0
Chemistry	0		9	0
Chemistry Teaching	0		1	0
Contract Major	10	4.7	10	100.0
Double Major	23	11.2	29	79.3
Economics Business	19	8.9	103	18.4
Elementary Ed	15	7.0	70	21.4
English	2	.9	9	22.2
English Teaching	2	.9	9	22.2
History/ Political Sc.	6	2.8	17	35.2
Math	2	.9	6	33.3
Music	7	3.3	12	58.3

TABLE I Continued ...

Music Teaching	11	5.2	31	35.4
Natural Sci. Division	0		1	0
Prenursing	0		Not recorded	
Physical Ed.	4	1.9	15	26.7
Phys. Ed. Teaching	0		27	0
Premed	3	1.4	Not recorded	
Pre-physical therapy	1	.5	Not recorded	
Psychology	15	7.0	21	71.4
Recreation	5	2.3	14	35.7
Sociology	1	.5	8	12.5
Social Work	9	4.2	13	69.2
Behav. Sci. Teaching	0		1	0
Undeclared	18	8.5	43	41.9
AMOUNT OF USE				
First time use	108	50.7	Not relevant	
Up to 2 times	105	49.3		
Up to 5 times	36	16.9		
Up to 10 times	14	6.6		
Up to 15 times	5	2.3		
Up to 20 times	4	1.9		
20 or more	4	1.9		
RELIGION				
Catholic	1	.5	97	.01
No preference	20	9.5	44	45.4
Protestant	16	7.6	23	69.6
Lutheran	15	7.1	247	.06
Methodist	73	34.6	133	54.9
Baptist	36	17.1	45	80.0
Nazarene	6	2.8	5	120.0
Nondenominational	1	.5	Not recorded	
Presbyterian	1	.5	31	.03
Episcopal	5	2.4	8	62.5
Congregational	4	1.9	6	66.6
Brethren in Christ	1	.5	7	14.2
Christian	1	.5	32	.03
Mennonite	1	.5	8	12.5
Covenant	2	.9	9	22.2
Other	7	3.2	22	

TABLE I Continued ...

ROLE AT BETHANY				
Students	176	83.8	731	26.9
Staff	8	3.8	114	.07
Faculty	1	.5	86	.01
Student and staff	21	10.0	40	52.5
COUNSELOR				
College Counselor	108	51.9	Not relevant	
College Pastor	27	13.0		
Spec. Prog. Coor.	12	5.8		
Counselor and Pastor	7	3.4		
Workshops/ Life labs & Biofeedback	54	26.0		

Instrument

The forms entitled 'Summary Sheet' (Appendix I & Appendix II) were the instruments used to gather the data for the research study on the Bethany College campus. They were locally developed forms. In a study by the counseling service at Ohio State University an instrument was developed locally that had nineteen problem areas listed as possible reasons to use their counseling service (Carney & Savitz, 1980). The problem areas on the OSU instrument were obtained from an item pool from a survey of students and faculty at OSU. Following the OSU format, the Bethany College Summary Sheet has a section for subjects to check problem areas that explained in general why they utilized the counseling services that day. The thirty eight topics on the Summary Sheet were taken from an item pool of concerns that students had shared with the College Counselor over the previous four years in the counselor's office, workshop settings, or from the preceding year's pilot study. The subjects' primary and secondary reasons for using the counseling services were recorded on the instrument depending on the subjects perception of his/her problem(s) that day. The topics on the Summary Sheet were presented in one or two words to increase brevity. Topic definitions were assumed to have been self-explanatory. If none of the topics were relevant as the reason(s) the subject sought counseling services then an open ended question was offered. It states, "What is (are) your reasons for using the personal counseling services TODAY only?" This question was on the Summary

Sheet in conjunction with a study by Rust and Davie (1961) who asked students in their research to 'simply specify the nature of their problem'. At the end of the fall semester, six additional topic headings were developed from the open ended question on the Summary Sheet. The newly developed topics were: emergency; career; referral; assertion; relaxation exercizes; and physical concerns. These topic headings were added to the Summary Sheet in January 1984 as additional reasons why individuals utilized the Personal Counseling Services. In addition to identifying their reasons for using the counseling services, first time users were asked to specify their sex, year in school (if a student), major (if a student), religious preference and ethnic background.

The instrument for repeated use (Appendix II) was identical to the first except the independent variables were not included. The date was provided in order to know each time the subjects used the services. It was developed in order to record why subjects used the service beyond the first time.

There is a paragraph at the top of the research instrument which explains the purpose of the study to the subjects. It took the subjects approximately three to five minutes to fill out the instrument at the end of each session. If the subjects did not fill out the instrument other alternatives for completing the instrument were: a) the counselor could have filled out the instrument by marking the primary and secondary reasons the subject had verbally stated as his/her reason for using the services that day; b) the counselor could have mailed the instrument to the subject with directions to return the form to the counselor; or c) the contact was not recorded.

Criterion-referenced validity and reliability was not established for the instrument. The instrument appeared to have content validity. Content validity was affirmed when the instrument items were compared to the research objectives by Dr. V. Streufert, professor of research methodology and statistical consultant for this study; Dr. D. Meabon, Dean of Student Life at Wichita State when the instrument was used in the pilot study.

Time Frame of Research Development

The pilot research study began in September 1982. At that time, the research proposal and review of past literature began. The research proposal

continued to be refined with the assistance of feedback from Dr. D. Meabon from Wichita State and Dr. R. Palm from Bethany College. In December 1982 through January 1983 the instrument was developed and refined by Laura Hill, College Counselor. Following the pilot study, the instrument was revised over the summer of 1983. As of August 29, 1983, the revised instruments were implemented by the same counseling staff that implemented the pilot study. Data was collected from August 29, 1983 through April 30, 1984. Results were then tabulated.

Statistical Analysis

Cross tabulations were developed to determine the frequency distributions in the form of bivariate analyses. Chi-square was the test of statistical significance chosen for this study. Chi-square determines whether a systematic relationship exists between two variables. This statistical test met the requirements of this research study which asked if there were significant relationships between the independent variables (month of year, sex, academic major, year in school) and the dependent variables (reasons for using the counseling services). In addition, chi-square was chosen because the research data is in nominal units of measurement and the frequency counts of the variables could not have been assumed to be evenly distributed around a mean score. Also, the variance of the distribution of this sample could not have been assumed to be equal to that of other samples within the population. The confidence level was established at .05 level of significance because sample size and table size have an influence on the results of Chi-square. Chi-square alone helped the researcher to decide if the variables compared were related or independent of one another. A measure of association for nominal data, contingency coefficient, was calculated to assess the strength of each relationship measured. All the tables that showed statistical significance were not of substantial importance to the researcher; thus only the results that answered the problem statements and null hypotheses were included.

The sample of all persons who utilized the personal counseling services at Bethany College was from the population of all persons who utilized counseling services at all small, four year liberal arts colleges in the midwest.

Null Hypotheses

There are four null hypotheses in this study:

1. There is no significant relationship between the reasons individuals utilize the personal counseling services for first time and the month of the year.

2. There is no significant relationship between the reasons individuals utilize the personal counseling services for first time and one's sex.
3. There is no significant relationship between the reasons individuals utilize the personal counseling services for first time and one's academic major (if a student).
4. There is no significant relationship between the reasons individuals utilize the personal counseling services for first time and one's year in school (if a student).

Results

Table I provides a summary of frequency information for questions one through three below.

1. What is the percentage of males vs. females who utilized the services; and how does that compare with the campus population?

64.9% (N=133) of the people who used the counseling services were female. This is 36.9% of the total number of female students at Bethany (N=371). 31.1% of the persons who utilized the Personal Counseling Services were male (N=72); which is 19.4% of the male population at Bethany. Females used the services a total of 360 times (58.2%) compared to 259 contacts (41.8%) by males.

83.3% of repeated use for alcohol concerns was by males, while 80% of repeated use for stress concerns was by females. Biofeedback had 63.5% usage by males, while 65% of repeated use for communication concerns was by females. Depression was experienced more by males (73.7%), whereas more females experienced family concerns. Life labs were attended overwhelmingly by females. Table II provides summary information on the percentages of sex with reasons for using the counseling services.

TABLE II

FREQUENCIES OF SEX X REASONS FOR USE

SEX	REASONS FOR USE (IN PERCENT)									
	Alcohol	Stress/ Anxiety	Biofeedback	Communication	Depression	Emergency	Family	Life Lab	Physical Concerns	Developing Social Skills
Males	83.3	20.0	63.5	35.0	73.7	70.0	33.3	19.1	5.9	23.1
Females	16.7	80.0	36.5	65.0	26.3	30.0	66.7	80.9	94.1	76.9

2. What is the percentage of students' year is school who utilize the services; and how does that compare with the student population on Bethany's campus?

32.9% of the students who used the counseling services were freshmen (N=70); and the freshmen used the counseling services 40.3% of all the contacts made. Seniors were the second highest in number of students who used the services (21.6%); and they used the service repeatedly a total of 137 contacts (23.3%). This amount of repeated usage is second only to the freshmen. In comparison with others who used the counseling services 17.4% were sophomores and 17.8% were juniors. 30.8% of all freshmen at Bethany used the counseling services which was almost equalled by seniors at 30.4%. 26.0% of all juniors used the services compared to 20.7% of all sophomores at Bethany sought the Personal Counseling Services. When freshmen used the services repeatedly it was primarily for alcohol concerns, depression, developing social skills, or follow up. Sophomores did not have a particular concern that exceeded other class levels. Juniors utilized the counseling services more than other class levels for reasons of wanting to become more assertive. Seniors dominated the counseling services, over other class levels, for the following reasons: life labs, girl/boyfriend concerns, and developing social skills. Table III provides a summary of the frequency characteristics of class level with reasons for using the counseling services.

TABLE III

FREQUENCIES IN % OF YEAR IN SCHOOL X REASONS FOR USE

YEAR IN SCHOOL	REASON FOR USE IN PERCENT								
	Alcohol	Assertion	Communication	Consultation	Depression	Follow-up	Life Lab	Girl/Boyfriend	Developing Social Skills
Fr.	66.7	25.0	20.0	28.6	52.6	51.7	23.4	9.7	15.4
So.	16.7	12.5	15.0	19.0	31.6	17.2	11.0	22.6	15.4
Jr.	16.7	50.0	20.0	52.4	10.5	13.8	19.1	32.3	15.4
Sr.	0.0	12.5	45.0	0.0	5.3	17.2	40.4	35.5	38.5

3. What is the percentage of majors (if a student) who utilized the counseling services; and how does that compare with the student population?

Of all the students who used the counseling services, the largest percentage (11.2%) had double majors. This was followed by undeclared majors at 8.5%. Psychology and elementary education majors used the services equally at 7.0%. There were seven majors that did not use the Personal Counseling Services. They were: art teaching, chemistry, chemistry teaching, natural science division, prenursing, physical education teaching, and behavioral science teaching. 100% of all contract majors used the services. Since students marked the research instrument, more biology students were recorded as having used the services (N=9) than the total number of biology students that the registrar had recorded (N=5). This could be due to the fact that the students had not yet declared their major formally to the registrar. 80% of all art majors used the services, followed closely by double majors at 79.3%. 71.4% of all psychology majors used the services compared with 69.2% of all social work majors.

4. What was the modal number of times subjects utilized the counseling services?

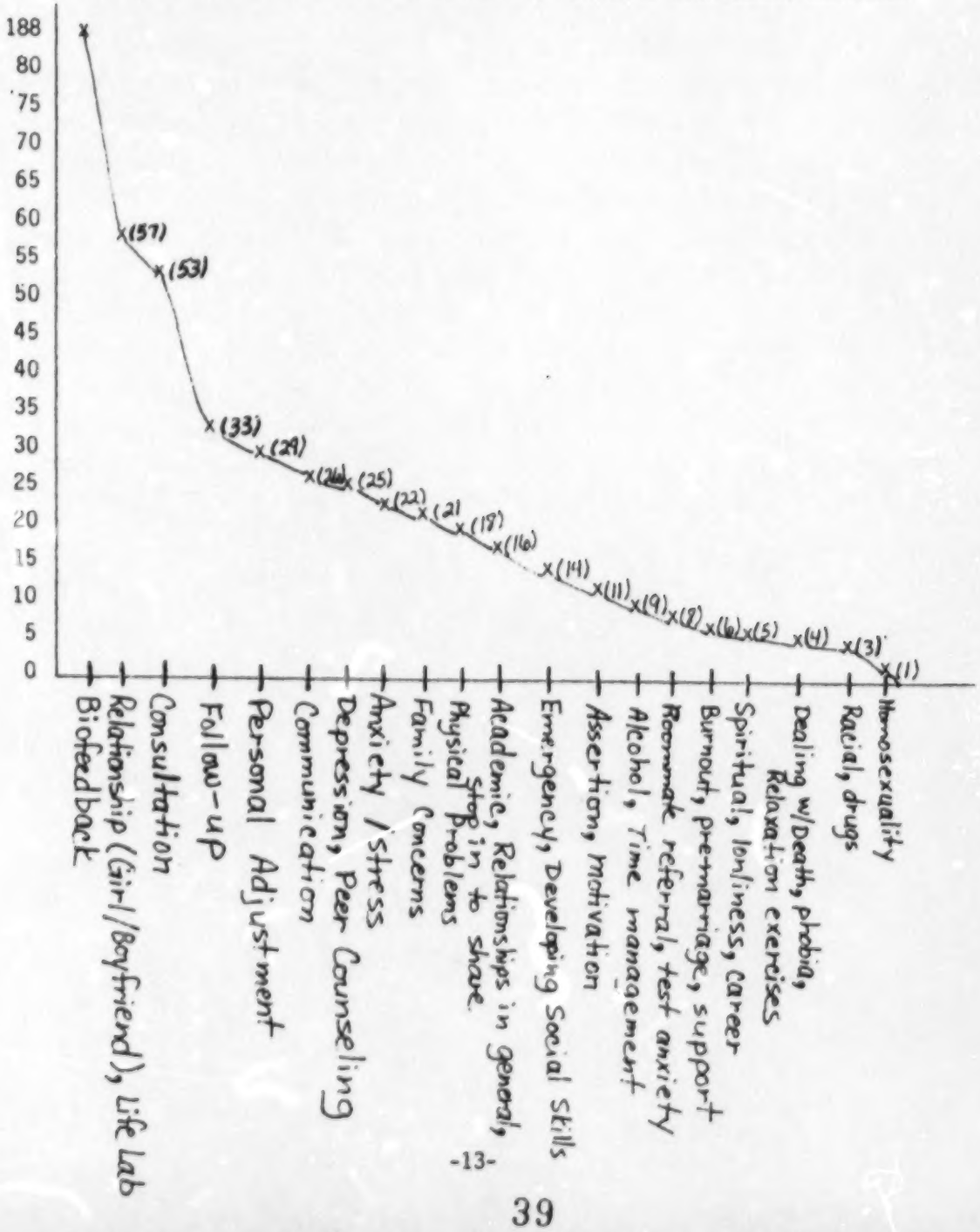
More subjects used the Personal Counseling Services one time (50.7%), followed closely by two time users at 49.3%.

5. What are the major concerns brought to the Personal Counseling Services?

Areas in prevention were the greatest reasons people sought counseling in 1983/84. 13.3% of all contacts made at the counseling services listed the primary reason for use to be biofeedback. This was followed by life lab at 9.0% of all contacts made at the services. (N=53). Relationship concerns, specifically girlfriend or boyfriend, equalled the number of life lab contacts. Preventative types of counseling, consultation and follow up, were the fourth and fifth highest reasons people used the counseling services. Consultation included such areas as resident assistants seeking advice from the counselors or resident directors seeking advise on students relationships. Follow up may have included the counselor contacting students about the resolution of a concern after a counseling session, or students returning to share

of their problem resolution. Personal adjustment concerns made up 4.5% of all contacts at the counseling services. Depression made up 3% of all contacts. Stress and anxiety were the primary concerns of 4.2% of all contacts. Graph I provides summary information on the frequencies of why the counseling services were utilized.

GRAPH I
FREQUENCIES OF REASONS FOR USING THE PERSONAL COUNSELING SERVICES



The counseling services were used the least in 1983/84 for the primary reason of homosexuality. Fourteen contacts were made primarily for emergency concerns. This included suicide attempts (N=2) or the counselors providing emergency consultation with a resident assistant or director.

7. Is there a significant relationship between the reasons individuals utilize the Personal Counseling Services for the first time and the month of the year?

There were two statistically significant relationships that were relevant between the month for first time users and the reason for use. Stress had a significant relationship with the month at α .01. January and September had significantly more contacts with first time users for stress related concerns. Consultation had a significant relationship with the month of the year at α.05. Those seeking consultation tended to do so in September, October, or January.

As a result of these two significant relationships, the null hypothesis which states, "There is no significant relationship between the reasons individuals utilize the Personal Counseling Services for the first time and the month of the year" is rejected.

8. Is there a significant relationship between the reasons individuals utilize the Personal Counseling Services for the first time and one's sex?

There was a significant relationship between sex and assertion. Females sought the counseling services significantly more for the primary reason of assertion than males at α.05. There was also a significant relationship between sex and follow up as a primary reason for using the counseling services (α.05). Males tended to use the services significantly more for follow up reasons than did females. Because of these two significant relationships, the null hypothesis, "There is no significant relationship between the reasons individuals utilize the Personal Counseling Services for the first time and one's sex" is rejected. All other reasons for using the services proved to be independent of sex.

9. Is there a significant relationship between the reasons individuals utilize the Personal Counseling Services for the first time and one's major (if a student)?

There was a significant relationship between the majors of first time users and stress/anxiety. Students with double majors had significantly more stress problems than students who major in one area

or have not yet declared a major (α.01). Psychology majors used the services significantly more primarily for biofeedback (α.01); while students who had not declared a major were significantly more likely to use the services because of depression (α.01). There was also a significant relationship between life lab and major, revealing that undeclared, psychology, and double majors used the services significantly more for life labs than any other major. Sociology and recreation majors tended to use the services significantly more for relationship concerns (α.01) than any other major. All other reasons for use proved to be independent of one's major. Because of the above five significant relationships that exist between majors and reasons for use, the researcher rejects the following null hypothesis: "There is no significant relationship between the reasons individuals utilize the Personal Counseling Services for the first time and one's major".

10. Is there a significant relationship between the reasons individuals utilized the Personal Counseling Services for the first time and one's year in school (if a student)?

There was a significant relationship between a student's year in school and consultation. Seniors sought the counseling services significantly more for the primary reason of consultation over any other class level α .01. Freshmen used the services significantly more for peer counseling (α.01) than any other class level. All other reasons proved to be independent of the students' year in school. As a result of the above findings, the researcher rejects the null hypothesis: "There is no significant relationship between the reasons individuals utilize the Personal Counseling Services for the first time and one's year in school (if a student)".

TABLE IV
SUMMARY OF SIGNIFICANT RELATIONSHIPS
BETWEEN 10 REASONS FOR USING THE COUNSELING
SERVICES AND 4 INDEPENDENT VARIABLES
OF FIRST TIME USERS

INDEPENDENT VARIABLES	REASONS FOR USE: Counseling Peer	Stress/ Anxiety	Consultation	Assertion	Follow-up	Biofeedback	Depression	Life Lab	Relationship
MONTH									
September		X	X						
October			X						
January		X	X						
SEX									
Male					X				
Female				X					
MAJOR									
Double Major								X	
Psychology						X		X	
Undeclared							X	X	
Sociology									X
Recreation									X
YEAR IN SCHOOL									
Fr.	X								
Sr.			X						

DISCUSSION

After analyzing all frequency tabulations and cross tabulations there were several findings relevant for the future programming and facilitative counseling of the Personal Counseling Services at Bethany College.

It has been found that women utilized the services 65% for one time use, but the men who sought the services repeatedly tended to close that gap. Women used the services repeatedly at 58.2%, and men increased their usage from 35% for one time use to 41% for repeated users. The percentage for one time users parallels with national statistics of mental health centers which report that twice as many women seek counseling as men. The Bethany College results also parallel with a four year study at Berkeley which states that women exceeded men overall in amount of use at their counseling and psychiatric services (Kirk, 1973).

This study also found that the majors who used the services most were double majors and contract majors. 100% of all contract majors used the services; and more double majors used the services than any other major. A large portion of all art majors (80%) used the services which is similar with the Berkeley study. It found that students in the arts and humanities

used the counseling services predominantly (Kirk, 1973). Kirk gave this finding the possible interpretation that those in the arts and humanities think more independently and creatively than the majority of students. The result is that these students may feel more isolation thus seek counseling to work through their feelings and thoughts in order to gain self support. This Bethany College study separates from the Kirk findings in that the students who took additional course loads or independently developed a major (contract major) sought counseling more than art majors. Double majors had a significant tendency to experience stress and anxiety concerns in the months of September and January. Double majors seemed to deal with their stress by having the significant tendency to seek life labs more than any other major. It can be seen from these findings that future life labs could have their greatest effect on double majors in January and September. Because biofeedback deals with stress related concerns, the biofeedback staff could also reach out to the double majors to help them deal with their stress. The undeclared majors had a significant tendency to experience depression, and to seek life labs. This might be interpreted that life labs have been seen by those students, who have not declared a major, as a peer led group method to deal with their depression. The tendency for undeclared majors to experience depression differs from the 1983 Bethany College pilot study. It found that undeclared majors had the significant tendency to experience a lack of motivation and burnout.

Another major finding that is relevant to the Personal Counseling Services is that students sought counseling more for preventative reasons in 1983/84. This does not parallel with the 1983 pilot study at Bethany College which found that family concerns surfaced more than any other concern brought to the counseling services. Of the top five reasons that one time and repeated users sought the counseling services, four reasons were in the area of prevention. They were: biofeedback, life labs, consultation, and follow up. Relationship concerns were the second highest concerns. This significant concern was also responded to preventatively in 1983/84 by having offered a seminar on girlfriend/boyfriend relationships. It appears from these findings that future workshops on relationships would be meeting a major need among the students. It was found that more men used the biofeedback lab while more women utilized the life labs.

Freshmen sought peer support significantly more than other class levels. The support group method of life labs might also meet this need in the future. Seniors sought consultation significantly more at the counseling services. The units of life labs that deal with goal development and clarification of one's expectations could be accented when offered to seniors. Michigan State University's research on life labs, under the direction of Dr. Max Raines, found that life labs on their campus were more successful with seniors and graduate students. This is because of a greater maturity in this age group who open up and discuss their personal concerns within a support group setting, according to Dr. Raines. By combining the Michigan State and Bethany College findings life labs could focus on support with freshmen, and goal development by openly sharing their feelings and thoughts with seniors.

Psychology majors sought more of the preventative services than other majors. They had a significant tendency to utilize both the biofeedback and life labs. These findings reinforce the development of the preventative counseling services.

Another relevant finding was that freshmen used the service the most at 32.4%. This was followed by seniors. The amount of use by freshmen parallels other studies (Sharp & Kirk, 1974) (Kramer, Berger & Miller, 1974). The national findings separate form this study in that seniors are the second highest users at Bethany. Other campuses have found decreased usage as year in school increases.

Students brought more concerns to facilitative counseling in the areas of: relationship, communication, depression, and personal adjustment.

A finding in regard to emergency concerns is that more males than females used the counseling services for emergency reasons. This is similar to national studies in that males tend to procrastinate or deny their emotional concerns, allowing their feelings to build up until they reach emergency levels. This finding could be responded to at Bethany College. Resident assistants on male floors need to be more alert of men who express emotional concerns, and refer them to the counseling services sooner.

SUMMARY

In conclusion, preventative services are being used more in 1983/84 than in 1982/83. Men tended to utilize the biofeedback lab while women

participated in life labs more. Life labs could focus on the following audiences and areas of concern with a high probability that the student's greatest needs will be met. When offering life labs to seniors, life labs should focus on open discussion and goal development. When offering life labs to freshmen, peer support needs to be the major focus. Double majors, contract majors, psychology, and undeclared majors all have a significantly high tendency to use the life lab service. More workshops need to be developed in the area of relationship concerns and in communication skills. The major concerns responded to through facilitative counseling in 1983/84 were: relationship (specifically girl/boyfriend concerns), communication, depression, and personal adjustment. More males than females had emergency concerns in 1983/84.

It is hoped that these findings can be used to aid in the development of: workshops; skills in facilitative counseling; and preventing emergencies from occurring.

Selected Bibliography

1. Carney, C.G. & Savitz, C.J. Student and faculty perceptions of students needs and the services of a university counceling center: Differences that make a difference. Journal of Counseling Psychology 1980, 27, 597-604.

2. Carney, C.G., Savitz, C.J. & Weiskott, G.H. Student Evaluations of a university counseling center and their intentions to use its programs. Journal of Counseling Psychology, 1979, 26, 242-249.

3. King, P.T., Newton, F., Osterlund, B., & Baber, B. A counseling center studies itself. Journal of College Student Personnel, 1973, 14, 338-344.

4. Kirk, B.A. Characteristics of users of counseling centers and psychiatric services on a college campus. Journal of Counseling Psychology, 1973, 20, 463-470.

5. Kotulak, R., Family Therapy News, 1981, 12, No. 6, 1, 16.

6. Kramer, H.C., Berger, F., & Miller, G. Student concerns and sources of assistance. Journal of College Student Personnel, 1974, 15, 389-393.

7. Miller, T., & Prince, J., The Future of Student Affairs. San Francisco; Jossey-Bass, 1977.

8. Napoli, V., Kilbride, J., & Tebbs, D., Adjustment and growth in a changing world. Minnesota: West Publishing Co., 1982.

9. Nie, N., Hull, C.H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H., SPSS New York, McGraw-Hill, 1970

10. Paolino, T., & McCrady, B., Marriage and Marital therapy. New York: Brunna/ Mazel, 1978.

11. Parham, W.P. & Tinsley, E.A. What are friends for? Students' expectations of the friendship encounter. Journal of Counseling Psychology, 1980. 27, 524-527.

12. Rust, R.M. & Davie, J.S. The personal problems of students. Mental Hygine, 1961, 45, 247-257.

13. Sharp, W.H. & Kirk, B.A., A longitudinal study of who seeks counseling when. Journal of Counseling Psychology, 1974, 21, 43-50.

14. Snyder, J.F. Hill, D.E., & Dirksen, T.P. Why some students do not use University counseling facilities. Journal of Counseling Psychology, 1972, 19, 263-268.

15. Tinsley, H.E.A., de St. Aubin, T., & Brown, M. College Students' help-seeking preferences. Journal of Counseling Psychology, 1982, 29, 523-533.

16. Warman, R.E. The counseling roles of College and university counseling centers. Journal of Counseling Psychology,1961, 8, 231-239.

17. Weissberg, M., Berentsen, M., Cote, S., Cravey, B., & Heath, K., An assessment of the personal, career, and academic need of undergraduate students. Journal of College Student Personnel, Vol. 23, No. 2, 1982, 115-122.

18. Westbrook, F.D. Miyares, J., & Roberts, J. Perceived problems areas by black and white students and hints about comparative counseling needs. Journal of Counseling Psychology, 1978, 25, 119-123.

APPENDIX I
Summary Sheet

WHY YOU USED THE COUNSELING SERVICE TODAY

By filling out this form I hereby give my permission to use the data for research study conducted by the personal counseling service in the academic year of 1983/84. I understand this research study is measuring the specific reasons students, staff, or faculty use the personal counseling services. I also understand that all data is confidential and once this study is completed this form will be destroyed.

DATE: __/__/__
(month) (day) (year)

SEX: ___ Female (1)
___ Male (2)

Please check one of the following, or fill in the blanks:

COUNSELOR:
___ L. Hill (1)
___ D. Latimore (2)
___ Campus Pastor (3)
___ Hill & Pastor (4)
___ Other (5)
___

TYPE OF SESSION:
___ Individual (1)
___ Couple (2)
___ Group (3)
___ Workshop (4)

ROLE AT BETHANY:
___ Student (1)
___ Staff (2)
___ Faculty (3)
___ Student & Staff (4)
___ Other (5)

YEAR IN COLLEGE:
(if a student)
___ Fr. (1)
___ So. (2)
___ Jr. (3)
___ Sr. (4)

RELIGION:
___ Catholic (1)
___ Jewish (2)
___ No religious preference (3)
___ Protestant: Please specify (4)
_____
___ Other: Please specify (5)
_____

RACE:
___ U.S. Black (1)
___ U.S. Caucasian (2)
___ International (3)
___ Other (4)

Academic major _____ _____(if undeclared, please say so)
(if a student)

APPENDIX I (cont.)

REASON(S) FOR USING THE COUNSELING SERVICE TODAY

Put a number 1 by the topic that best explains your primary reason for using the service TODAY. Then, put a number 2 by the topic that best explains your secondary reason for using the service TODAY ONLY.

___ Alcohol
___ Anxiety/Stress
___ Academic concerns
___ Assertion
___ Boredom
___ Burnout
___ Biofeedback service
___ Career
___ Communication concerns
___ Consultation
___ Dealing w/Death
___ Drugs
___ Depression
___ Emergency
___ Family concerns
___ Follow up
___ Life Lab
___ Loneliness
___ Marriage/premarriage
___ Motivation
___ Peer Counseling
___ Personal Adjustment
___ Physical Problems
___ Phobia
Psychological testing
___ Pregnancy
___ Racial problem
___ Relationship concerns (put a ✔ by the subtopic relevant)
  ___ Roommate
  ___ girlfriend/boyfriend
  ___ developing social skills
  ___ other
___ Referral
___ Relaxation exercizes
___ Sexual concerns (put a ✔by the subtopic relevant)
  ___ homosexual
  ___ incest
  ___ heterosexual
  ___ birth control
___ Smoking
___ Support
___ Stop in to share what's been happening
___ Spiritual
___ Test anxiety
___ Time management

If the above topics are not relevant, please answer the following question: What is (are) your primary and secondary reasons for using the counseling service today? _____

_____

APPENDIX II
Summary Sheet

Date _____

REASON(S) FOR USING THE COUNSELING SERVICE TODAY

Put a number 1 by the topic that best explains your primary reason for using the service TODAY. Then, put a number 2 by the topic that best explains your secondary reason for using the service TODAY ONLY.

___ Alcohol
___ Anxiety/Stress
___ Academic concerns
___ Assertion
___ Boredom
___ Burnout
___ Biofeedback service
___ Career
___ Communication concerns
___ Consultation
___ Dealing w/Death
___ Drugs
___ Depression
___ Emergency
___ Family concerns
___ Follow up
___ Life Lab
___ Loneliness
___ Marriage/premarriage
___ Motivation
___ Peer Counseling
___ Personal Adjustment
___ Physical Problems
___ Phobia
___ Psychological testing
___ Pregnancy
___ Racial problem
___ Relationship concerns (put a ✓ by the subtopic relevant)
  ___ roommate
  ___ girlfriend/boyfriend
  ___ developing social skills
  ___ other
___ Referral
___ Relaxation exercizes
___ Sexual concerns (put a ✓ by the subtopic relevant)
  ___ homosexual
  ___ incest
  ___ heterosexual
  ___ birth control
___ Smoking
___ Support
___ Stop in to share what's been happening
___ Spiritual
___ Test anxiety
___ Time management

If the above topics are not relevant, please answer the following question: What is (are) your primary and secondary reasons for using the counseling service today? _____

_____

_____

_____